

Federal Adult Basic Education Grant (ABE)

PROGRAM GUIDANCE AND INSTRUCTIONS

**ABE CONTINUATION GRANT
ADULT EDUCATION AND FAMILY LITERACY ACT**

July 1, 2007 through June 30, 2008



Office of Adult Education

MARCH 2007

**GRANT ANNOUNCEMENT
ADULT EDUCATION AND FAMILY LITERACY ACT
WORKFORCE INVESTMENT ACT, TITLE II**

NATURE OF ACTION REQUESTED:

 X Voluntary

The Michigan Department of Labor and Economic Growth (DLEG) is pleased to announce the continuation of funding for existing federally funded adult education and literacy programs. These grants are to conduct adult education programs of instruction for the program year (PY) of July 1, 2007 through June 30, 2008. This program is supported through the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998 (P.L. 105-220). This funding cycle indicates a new and different approach to planning and managing local adult education and literacy programs in Michigan. The program costs, performance expectations and weighting percentages for each performance factor are to be determined locally.

Applications are to be completed in the electronic grant system called the Michigan Education Grant System (MEGS) (the link is on the DLEG Office of Adult Education website at <http://www.michigan.gov/adulteducation>), and must be submitted by 12:00 midnight on June 15, 2007. A copy of the application must be sent to the local Workforce Development Board.

**Michigan Department of Labor and Economic Growth
Office of Adult Education**

**Grant Application for Continuation Funding
Adult Education and Family Literacy Act
WIA Title II**

SECTION I: GENERAL INFORMATION

INTRODUCTION

This application is designed to meet federal requirements in the Workforce Investment Act (WIA), Title II Adult Education and Family Literacy program funds from the United States Department of Education. Funding is available for this application from July 1, 2007 to June 30, 2008.

The WIA makes some significant changes in the nation's employment and training programs through consolidation and re-alignment of workforce development activities and programs. The WIA makes one-stop centers the backbone of the workforce delivery system. It also places a greater emphasis on customer information and choice, and focuses on program accountability. The WIA attempts to organize a series of programs into a viable workforce development system.

The Michigan Department of Labor and Economic Growth's (DLEG) State Plan, approved by the United States Department of Education, addresses the overall adult education goals and strategies as they relate to Michigan's state program to encourage coordination of local service delivery among numerous different programs. These federal funds are one component of Michigan's multiple efforts to provide effective adult education and literacy services which include: Adult Basic Education Skills, General Education Development (G.E.D.) Preparation, High School Completion, English as a second language, Family Literacy, Workplace Literacy, and English Literacy/Civics. Adult education delivery systems may include several organizations such as state agencies, school districts, community colleges, universities, correctional institutions, literacy organizations, or community groups. These organizations may operate individually or in consortia to deliver services.

GRANT PURPOSE

The purpose of the WIA Title II Adult Education and Family Literacy funding is to create a partnership among the federal government, states, and local agencies to provide, on a voluntary basis, adult education and literacy services, in order to: 1) assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; 2) assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and 3) assist adults in the completion of a secondary school education (WIA Title II Section 202).

The mission of the DLEG is: Grow Michigan by promoting economic and workforce development, stimulating job creation and enhancing the quality of life in Michigan.

The mission of the Office of Adult Education is: To ensure that all adult learners obtain the highest quality education, leading to the attainment of a secondary education, literacy and numeracy skills necessary to succeed in employment and post-secondary education.

ELIGIBLE APPLICANTS

Eligible applicants for a WIA Title II grant are:

1. A local educational agency;
2. A community-based organization of demonstrated effectiveness;
3. A volunteer literacy organization of demonstrated effectiveness;

4. An institution of higher education;
5. A public or private nonprofit agency;
6. A library;
7. A public housing authority;
8. A nonprofit institution that is not described in any of these subparagraphs and has the ability to provide literacy services to adults and families; and
9. A consortium of the agencies, organizations, institutions, libraries, or authorities described in any of the items 1 through 8.

In accordance with federal legislation, only grantees that have been awarded WIA Title II funding within the multi-year period of 2001-2006 may apply for this continuation funding.

CONSORTIA, PARTNERSHIPS AND CONTRACTORS INFORMATION:

CONSORTIA: All fiscal agents for a consortium must complete the Consortium Membership Certification Form with the signature of the person authorized to approve fiscal agreements with other agencies. Consortia should be formed only with other agencies that conduct an adult education program and instruct adult participants. The consortium must have an identified fiscal agent that receives and is responsible for the federal funding received from the DLEG. The fiscal agency for the consortium should detail the duties, roles and responsibilities of each party specifically in regard to approving financial expenditures, performance reporting, participant assessments, and other state and federal requirements. The application should be collaboratively planned to ensure all consortium members are aware of the regulations and responsibilities of the federal funding.

Log-on for consortia member agencies: The consortia method of program operation can have significant consequences to data reporting. Many federally funded consortiums have member agencies that belong to different consortiums for the state aid and federal funding sources. Each fiscal agency must have adult learner plan, enrollment, assessment, educational gain, and follow-up and goal attainment data for all participants served with federal grant funds.

Consortium members and their fiscal agents are responsible for participant data reporting. Specifically, **each fiscal agent** is accountable for the data entry of all required participant data into MAERS, which includes adult learner plan, enrollment, pre-test assessment, progress-test assessment, post-test assessment, outcome, follow-up and any other data required to meet reporting obligations as specified by the Office of Adult Education.

PARTNERSHIPS: When the fiscal agent provides adult education services to participants from another agency, and that agency does not have an adult education program nor receives any of the federal funds from this grant to support a program, this arrangement constitutes a partnership agreement. Partnership designations may be noted in the narrative or identified as a partner agency in the application in Section D. Coordination of Efforts. No signatures are needed unless the partners choose.

CONTRACTORS: An adult education fiscal agent may contract with another program to provide services. For example, Michigan Works! Agencies may contract with adult education providers to provide services or a school district may contract with a literacy council to provide tutor instruction to low level readers in their district's program. In these cases, the participants are not entered into MAERS by the contracting agency as participants of that agency but instead belong to the fiscal agency and are entered into MAERS under the log-on of the fiscal agency. Actual contracts with terms and conditions must be in place. Contractors must be listed in the application in Section D. Coordination of Efforts.

GRANT CATEGORIES

Grants made available through this multi-year federal funding were first awarded for January 12, 2001. Applicants awarded these funds must provide information as required in this application for annual continuation of funding.

Adult Education and Literacy:

Program Priority and Funding

Funds will be allocated directly by the DLEG to eligible applicants within the priority areas for adult education and literacy services identified in each local Workforce Development Board (WDB) geographic service area. Applicants are encouraged to contact their region's WDB to ensure that this application is in support of the Regional Strategic Planning efforts.

Eligible service providers may provide services in the following categories: 1) Adult Basic Education Skills; 2) General Education Development (G.E.D.) Preparation; 3) High-School Completion; 4) English as a Second Language; 5) Family Literacy (adult education); 6) Workplace Literacy; and 7) Institutional/Jail Programs.

WIA Title II, Section 231(b) requires that applicants receiving a grant under this Act must establish or operate programs that provide services or instruction in one or more of the following categories:

1. Adult education and literacy services, including workplace literacy services

Definition from WIA Title II:

The term "**adult education**" means services or instruction below the postsecondary level for individuals—

- A. Who have attained 16 years of age;
- B. Who are not enrolled or required to be enrolled in secondary school under State law; and
- C. Who—
 - Lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
 - Do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or
 - Have limited English language proficiency.

The term "**literacy**" is defined as the ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

The term "**workplace literacy services**" is defined as literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.

2. Family Literacy Services

Definition from WIA Title II: The term "**family literacy services**" is defined as services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate **ALL** of the following activities:

- A. Interactive literacy activities between parents and their children;
- B. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;
- C. Parent literacy training that leads to economic self-sufficiency; and
- D. An age-appropriate education to prepare children for success in school and life experiences.

Michigan regulations require that funds used under this category must be for the education of the parents in the Family Literacy program and recorded under Educational Functioning Level categories in MAERS.

3. English Literacy Programs

Definition from WIA Title II: The term "**English literacy program**" is defined as a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.

Institutional (Jail) Programs:

Grants under this priority may be awarded **only** for educational programs for criminal offenders in correctional (jail) institutions. Correctional facilities operated by the Michigan Department of Corrections for adults and by the Michigan Department of Human Services for youth will be invited to participate. County jail facilities may

continue to be served by local providers of adult education programs under this institutional funding category. Types of institutions may include prison, reformatory, work farm, jail, detention center, halfway house, boot camp or similar institutions designed for the confinement or rehabilitation of criminal offenders. Assistance provided under the WIA Title II to carry out a program for criminal offenders in a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within five (5) years of participation in the program. A separate budget must be submitted.

TARGET POPULATION AND PRIORITY FUNDING

The identified target population to receive program services under the federal Adult Education and Literacy Act (WIA Title II, Section 203(1)) is for “individuals who:

- A. Have attained 16 years of age;
- B. Are not enrolled or required to be enrolled in secondary school under state law;
- C. Lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
- D. Do not have a secondary school diploma or its equivalent and have not achieved an equivalent level of education; or
- E. Have limited English language proficiency.”

Federal funds may not be used to support regular state funded enrolled K-12 pupils, or for programs such as K-12 alternative education, vocational and technical education, or community education programs.

Applicants must indicate how their proposed activities target the priorities resulting from the local environmental scanning and strategic planning processes. Local adult education and literacy programs must include the priorities of the geographic area as identified by the WDB strategic plan. The activities and percent of funds allocated for each activity will vary from region to region, based upon an objective assessment of area needs which should reflect adult education and literacy needs for individuals with disabilities, educational attainment levels, English proficiency levels, economic and household status, etc., of persons living in the region. An important target group emerging from state data analysis is individuals at the lowest levels of literacy.

While the scope, content, and organization of activities may vary from region to region, priority is given to those with strategies for populations that include low-income participants, individuals with disabilities, single parents and displaced homemakers, and individuals with multiple barriers to educational enhancement. Individuals without a high school diploma, individuals with limited English proficiency, and inmates in correctional/jail programs are target groups for Michigan adult education and literacy.

ANNUAL EVALUATION OF ADULT EDUCATION AND LITERACY ACTIVITIES

WIA Title II requires the establishment of a comprehensive performance accountability system. This system is comprised of the state and federal accountability requirements reported in the Michigan Adult Education Reporting System (MAERS). The purpose of these state and federal requirements is to record participant progress and assist in assessing the effectiveness of program providers in achieving continuous improvement of adult education and literacy activities in order to optimize the return on investment of federal and state funds in adult education and literacy activities.

All state and federally funded adult education and literacy programs (including funding from Sections 107 of the State School Aid Act) will use the MAERS. This was developed based on the requirements of the National Reporting System (NRS), and in accordance with the requirements set forth by the U.S. Department of Education to report participant performance data to the DLEG. The DLEG Office of Adult Education will prepare the annual report to the U.S. Department of Education using the data in aggregate form.

Additional information regarding the MAERS is available on the DLEG website at <http://www.michigan.gov/adulteducation> Official MAERS website for entering and retrieving data is <http://services.michworks.org>. This website requires prior authorization with an assigned user name and password.

PERFORMANCE GOALS

The performance goals for all of Michigan's state and federally funded adult education and literacy programs have been negotiated between the DLEG and the U.S. Department of Education. The 2007-2008 USDOE negotiated levels of performance for Michigan are as follows:

| 2007-2008 State Performance Measures for Michigan | |
|--|------------------------------|
| Performance Measures | 2007-2008 -- Proposed |
| Beginning ABE Literacy | 22.00% |
| Beginning Basic Education | 22.00% |
| Low Intermediate Basic Education | 30.00% |
| High Intermediate Basic Education | 34.00% |
| Low Adult Secondary Education | 33.00% |
| High Adult Secondary Education | NA |
| Beginning Literacy ESL | 47.00% |
| Low Beginning ESL | 50.00% |
| High Beginning ESL | 50.00% |
| Low Intermediate ESL | 51.00% |
| High Intermediate ESL | 53.00% |
| Advanced ESL | 32.00% |
| High School Diploma & GED | 41.00% |
| Entered Employment | 52.00% |
| Retained Employment | 45.00% |
| Placement in Postsecondary Education or Training | 46.00% |

Local Program Improvement Plans

Local programs must analyze their performance data and evaluate their level of performance against the negotiated performance levels for the state. In each area where the local programs fall below the state standard, improvement plans must be submitted. Continuous improvement is the desired outcome for all levels—even those where the local program is above the state standard. In addition, Local applicants are expected to monitor performance outcome information and adjust program content and design to continuously improve achievement.

ASSESSMENTS

Each participant, on entering an adult education program, designates his or her program of instruction and the expected learning outcome goal(s). The Educational Functioning Level (EFL) gains are determined by standardized assessments appropriate to the participant's primary goal. The assessments used must be those recommended by the U.S. Department of Education and approved by the DLEG. TABE 9-10, CASAS and Work Keys are the only DLEG approved assessments.

All adult education participants, including GED and High School Completion, must be pre-tested and post-tested using a DLEG approved assessment test. The resulting **scale** scores, when entered into MAERS, will determine the beginning and ending EFLs and educational gain as defined by NRS. Adult education providers are required to assess ABE, GED and ESL participants for progress after every 90 hours of attendance. Assessing a participant's educational strengths and weaknesses at the beginning, in process, and end of their courses is considered good educational practice and is recommended to determine a participant's educational needs.

SECTION II. OTHER INFORMATION

LENGTH OF AWARD – Continuation of a Multi-Year Plan

Funding will be available following the approval of the grant application after July 1, 2007. This funding shall be used to operate from July 1, 2007, through June 30, 2008.

REJECTION OF PROPOSALS

The DLEG will award funding based on the review of the application and approval by the Director of DLEG. The DLEG reserves the right to reject or adjust the requested funding level of any and all proposals received as a result of this announcement. *Additionally, past performance on Adult Education and Literacy program grants will be considered when the reviewers make their recommendations to the Director of DLEG.*

APPLICATION PREPARATION

This is a continuation grant application. Applicants must fully respond to all questions in the application, keeping in mind the State Performance Goals, and the local demand for adult education and literacy services. Supporting documents may be scanned and attached.

All applicants should refer to the “Application Checklist” to ensure all mandatory sections of the application have been completed.

AVAILABILITY OF APPLICATION

The electronic grant system will be available beginning April 9th with a link published on the DLEG Office of Adult Education website at <http://www.michigan.gov/adulteducation>.

FUNDING CONTINUATION

Funding for **continuation grant applicants** will be based upon, the completion of the 2007-2008 Continuation Grant Application, entering participant performance data in MAERS, completion of all reporting requirements of the DLEG, participation in all DLEG required activities, and meeting all budgetary requirements.

FINANCIAL AND NARRATIVE REPORTING REQUIREMENT

Grantees must request funds on an accrual basis at least quarterly in the MEIS system.

A DS-4044 Final Expenditure Report must be completed within 45 days after the grant ending date, reporting actual expenditures.

A final narrative and program summary that includes an analysis of performance, along with a final budget detail must be completed in MEGS no later than November 30, 2008.

SECTION III: REVIEW PROCESS AND REVIEW CRITERIA FOR PROJECT NARRATIVE

GRANT REVIEW PROCESS

Review of the continuation funding applications will be based on the completion of the requested information in the application, including budgetary requirements, and assurance that the application meets state and regional adult education and literacy needs and priorities.

REVIEW CRITERIA

Outlined below are the components included in the “Project Narrative Proposal”.

A. Adult Education and Literacy Needs and Priorities

- Describe how your agency conducted the needs assessment in your area and the specific results of the needs assessment.
- Describe how the proposed program and activities will address identified regional needs and priorities. Specifically address those individuals in need of adult basic education and literacy services who are low-income, individuals with disabilities, single parents, displaced homemakers, individuals with multiple barriers to educational enhancement, and individuals with limited English proficiency or minimal literacy skills.
- Describe the demographics of the eligible adult learner population; e.g. county of residence, age group, ethnicity, and the specific needs they have (English as a Second Language, High School Completion or GED, Basic Literacy Skills, and Workplace Literacy).
- Indicate the process for continually assessing and addressing the future needs of participants and the community and the applicant's working involvement with the WDB and the EAG.

B. Program Design

1. Curriculum and Instruction

- Describe the specific program offerings (ABE, GED, ESL, HSC) implemented to serve most in need adult learning participants in your area.
- For each program offering, describe the various instructional methods/styles/practices used in the program, and how your agency determined its effectiveness. Instructional practices may include (but are not limited to) the following: phonemic awareness; system phonics; fluency and reading comprehension for literacy programs; effectively employing advances in technology (such as the use of computers, internet, software); or the provision of learning in real-life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship; and/or how the ESL curriculum is based on language acquisition principles and addresses the four language skills of speaking, listening, reading and writing.
- For each program offering, describe the core curriculum materials used. Identify the measurable program goals for achieving a high-quality adult education and literacy program that enhances participant learning, reflects the community and learner needs, and incorporates socio-economic realities such as employment opportunities.
- Indicate whether the program includes a wide variety of multi-level texts, current reading materials, learning games, manipulative, and special materials for persons with learning and/or physical disabilities, and limited English proficiency.
- Describe how your agency will align its GED and/or ESL curriculum to the state recommended content standards and benchmarks.

2. Program Intensity and Duration

Provide evidence that the various programs being offered are of sufficient intensity and duration (i.e., days and hours of operation, number of weeks in the semester or term, etc.) to allow participants to achieve substantial learning gains and attain their outcome goals.

3. Alignment with State Performance Objectives

Describe how your agency program design will align and support the mission of DLEG and the Office of Adult Education.

DLEG Mission: Grow Michigan by promoting economic and workforce development, stimulating job creation and enhancing the quality of life in Michigan.

Office of Adult Education Mission: To ensure that all adult learners obtain the highest quality education, leading to the attainment of a secondary education, literacy and numeracy skills necessary to succeed in employment and post-secondary education.

4. Technology

- Describe how technology is used to enhance the instructional program or deliver the adult education program and provide specific examples.
- Provide information about the current practices, skills and knowledge of staff and participants in the adult education program that relate to the use of technology, including computers in the classroom.

5. Tuition/Fees

If applicable, describe your programs' tuition/fee structure and the methodology used to determine any tuition and/or fees charged to an eligible adult education participant, and how they are used to augment the program.

6. Recruitment & Retention

- Describe the marketing and recruitment strategies utilized to inform potential participants, referral agencies, special targeted groups and the general public of available services. Describe how the agency's marketing and recruitment plan enables the prospective learners in identified target populations in the community to find out about the program, the learning opportunities it offers, and how to take advantage of them.
- Describe the retention policy/activities utilized to promote continued learner participation until goal attainment.

C. Staff Development

- Describe how the district ensures that instructors, counselors, and administrative staff are well prepared.
- Describe any pre-service training provided for new teachers and/or tutors.
- Describe how your district assesses the effectiveness of instructional staff.
- Describe the professional development opportunities available to nurture, sustain, and support quality teaching and learning through the adult education and literacy program.
- Describe how the information and material obtained from staff participation in training or attendance at conferences is shared with other staff and used to improve program performance. Please provide specific examples for your agency.

D. Coordination of Efforts

- Describe the linkages, agreements and/or coordination of activities between your adult education and literacy program and other educational community and/or workplace support services (e.g. schools, postsecondary institutions, job training programs, One-Stop centers and social service agencies, support services, postsecondary education counseling, private non-public schools, job training, community-based organizations, business and industry, family education providers, placement, and follow-up).
- Describe how participants with special needs (low income participants, individuals with learning disabilities, individuals with multiple barriers, etc) are determined or identified. Describe the support services you provide to participants identified with special needs (i.e., transportation, childcare, etc) and how such services will increase rates of enrollment and successful completion of adult education and literacy services.

E. Performance & Evaluation

1. Adult Learning Plans (ALP)

Describe the process for using the DLEG approved ALP form for each participant and how adjustments to the plan will be appropriately incorporated.

2. Assessment

- Participant Level: Identify the assessment and testing instruments utilized for each program of enrollment and the processes used for testing ABE, GED, or ESL participants to determine

progress after every 90 hours of attendance.

- **Participant Level:** Describe how your program will track and monitor hours of instruction to ensure continued eligibility for each participant. Note that an ABE, GED or ESL program participant remains eligible for funding until he/she fails to show progress on two successive assessments after completing 450 hours of instruction. A High School Completion program participant remains eligible for funding until he/she fails to earn credit in two successive semesters or terms after completing 900 hours of instruction.
- **Program Level:** Describe how your agency evaluates your program. Provide specific data and comparative analysis to support your findings.

3. MAERS

- Describe how your agency will ensure participant quarterly data entry into MAERS that accurately reflects the information in the participant's file. (Note: All eligible participants enrolled must be entered into MAERS regardless of the number of instructional hours they received).
- Describe how your agency will use the Student Enrollment Report, the Missing Data Report, and the Upcoming Soft Exit management reports from the MAERS system to monitor your program performance and ensure timely and complete participant data entry into MAERS.

4. Follow-Up

- Describe the local process for reporting all measurable goal attainments, which align with State Performance Measures (Educational Goals: GED, HSD, Enter Postsecondary; Employment Goals: Obtain a Job, Retain a Job, Improve a Job), as per State follow-up requirements.
- Describe the process for completing and having on file a follow-up survey form for each participant.
- Describe the process for contacting participants within the required timelines, and completing and having on file a contact log sheet. (Educational Goals: throughout the year as appropriate; Employment Goals: quarterly)

SECTION IV. INFORMATION CONCERNING OTHER REQUIREMENTS

ADMINISTRATIVE COSTS

Section 233(a) of WIA Title II states that not less than 95% of the funding received by a local applicant shall be expended for carrying out adult education and literacy activities and the remaining amount, not to exceed 5%, shall be used for planning, administration, personnel development, and interagency coordination. The Act also provides for the "Special Rule" that in cases where the cost limits described above are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, *the local applicant will need to negotiate with the Office of Adult Education in order to determine an adequate level of funds to be used for non-instructional purposes.*

It is the intent of the Office of Adult Education that the 5% administrative funding allowed is to cover the direct administration and supervision of the program.

FEDERAL FINANCIAL MANAGEMENT AND GRANT ADMINISTRATION REQUIREMENTS

As with all federal grant programs, it is the responsibility of all programs funded by the Adult Education and Family Literacy Act, WIA Title II to ensure appropriate stewardship of federal funds entrusted to them. Under WIA Title II and EDGAR regulations, all programs must maintain financial management systems that provide accurate, complete, and current disclosure of the financial results of the adult education and literacy program. To meet this requirement, the district program must have adequate accounting practices and procedures, internal controls, audit trails, and cost allocation procedures.

A grant recipient that has **sub-recipients/out-going transfers** is required in accordance with paragraph 400(d) of

OMB Circular A-133 to do the following with regard to its sub-recipients (1) identify the federal award and funding source; (2) advise sub-recipients of all requirements imposed on them; (3) monitor sub-recipient activities and compliance; (4) ensure that sub-recipients have A-133 audits when required; (5) issue decisions and ensure follow-up on audit findings in a timely way; (6) where necessary, adjust its own records and financial statements based on audits; and (7) require sub-recipients to permit access by the pass-through entity and auditors to records and financial statements as necessary for the pass through entity to comply with A-133.

Grant recipients are responsible for managing the day-to-day operations of the grant and supported activities of sub-recipients to assure that all funding requirements of this award are in compliance with applicable federal requirements and that the grantee achieves their performance goals.

SECTION V. GRANT APPLICATION FORM AND INSTRUCTIONS

INSTRUCTIONS FOR COMPLETING THE ABE APPLICATION FORM

Contact Person

Provide name, address, phone number, and e-mail address, if available, of the individual with primary responsibility for the applicants ABE program.

Workforce Development Board Region

Provide the name of applicant's Workforce Development Board.

Assurances, Certifications and General Provisions

The applicant certifies it will comply with the required assurances, certifications, and general provisions as indicated in 2007-2008 Continuation Grant Application.

SECTION VI. BUDGET COMPLETION INSTRUCTIONS

Applicants should print the Program Guidance and Instructions and the Approved Function Code List for each grant application type for reference, before proceeding.

Complete the Budget Detail for each funding source that supports your program. The funding sources are:

Federal General Instruction

Federal Institutional

Federal EL Civics

Anticipated State Section 107 (*For School Districts who are eligible and receive funds per the language in Section 107 of the State School Aid Act*)

Anticipated Tuition and Fees (**Charges to participants in Adult Education programs funded by the above sources, which can only be used in these programs**)

Anticipated Other Local (non-federal/fee funds other than Section 107 funds, which have not been designated for use by, or as match for, any other program) Examples would be school district general fund monies from pupils, local millage revenues, bonds, donations, etc.

Allowable costs: salary and benefit costs of instructors, classroom aides, tutors, counselors, and staff supporting the instruction of participants in the adult education program. Space rental, utilities, janitorial, security services, childcare, and transportation services directly attributable to the adult education program. Classroom supplies, materials, software, small equipment, textbooks, assessments, and food/beverages at meetings whose primary purpose is to conduct and/or coordinate

training on adult education, and disseminate information on State and Federal requirements for the adult education program. Advertising costs that relate directly to the recruitment of participants in the adult education program. Mailing/copying costs directly related to the adult education program and in-service training put on for adult education providers and support staff.

Unallowable costs: any costs that are general in nature, and cannot be directly attributed to the programs being offered for adult education participants.

From the Application Menu, scroll down to the BUDGET PAGES section and select the funding type (e.g. Federal General Instruction). Select the Budget Summary Tab.

Create a budget by going to Quick Link shown immediately below the highlighted Budget Summary tab, and select the category you wish to enter information for: Add Personnel, Add Other, or Add Capital Outlay.

Add Personnel: (Personnel are staff who are on the payroll of the applicant agency) Click on the **arrow tab** in the Function Code box (all allowable function codes will be displayed), and select the appropriate function code. Tab to the Description Box and enter a brief description (e.g. Instructor A). *Do not repeat the function code description provided in the drop down box. For Personnel, you are required to enter an FTE equivalent (either a 1 for a full-time equivalent position assigned to this activity or a decimal point followed by a number for a portion of an FTE), or the number of hours the position is working on this activity.* Tab to the Salaries Box to enter the total salary cost estimated for the position, then tab to the benefits box and enter the total benefits cost estimated for the position. When all items have been entered, click on the **Save Entries** box at the bottom of the page.

Add Other: Click on the **arrow tab** in the Function Code box (all allowable function codes will be displayed), and select the appropriate function code. Tab to the Description Box and enter a brief description of what is being purchased, contracted for, or paid out. *Do not repeat the function code description provided in the drop down box.* Specify in the Description Box, the type of service being purchased, the total quantity and description or brand name of item, name of publication, membership organization, or school district funds are being transferred to. (e.g. use Purchased Services for services you contract for, use Supplies and Materials for items that are purchased and used during the year, and use Other Expenses for items such as membership dues, or funds transferred out to other school districts Enter the total estimated cost in the appropriate box). When all items have been entered, click on the **Save Entries** box at the bottom of the page.

Add Capital Outlay: (Capital Outlay includes the purchase of equipment with a per item price in excess of \$5,000, buildings and land, or improvements to capital assets that will materially increase their value or useful life). These expenditures are for items that have a useful life greater than one year, are inventoried, and depreciated over time. Capital Outlay expenditures are excluded from Federal Reports when reporting Maintenance of Effort expenditures from sources other than Federal Funds or Tuition and Fees.

Click on the **arrow tab** in the Function Code box (all allowable function codes will be displayed), and select the appropriate function code. Tab to the Description Box and enter a brief description of what is being purchased, or contracted for). *Do not repeat the function code description provided in the drop down box.* Tab to the Capital Outlay Box and enter the estimated amount for the item(s), then tab to the Quantity box and enter the number of items accounted for in the total amount. Tab to the Justification Box and enter supporting information for the item. When all items have been entered, click on the **Save Entries** box at the bottom of the page.

When you have entered all information, click on the **Budget Detail** tab to review all budget data entered for the funding source. Related items will be displayed below a summary function code heading ending in "0", and sub-totals shown. Follow the on-screen instructions to add, edit, or delete items. Once you are certain all information is correct, click on **Errors** in the blue header box at the top of the screen to ensure all information is complete and accurate. Correct any errors, click "**Save**", click **Errors**, and repeat until no errors are displayed.

NOTE: If an agency checks they are a fiscal agent for a consortium, invites a member to join, and a member agrees to join as a member receiving funds, that member will create a Budget by signing in under their MEGS ID, and following the same procedure above.

Select the View Budget Summary box at the bottom of the screen. The Budget Summary is the high level summary of the information on the Budget Detail, and reflects the information entered on the Budget Detail for a specified federal fund source. The Budget Summary will reflect the summary budgets for each Consortium member, as well as contact information. ***The Budget Summary also contains a warning message that alerts applicants to the fact that they have submitted a budget request that exceeds the 5% Administrative Cost limit specified for WIA Title II Federal Grants. Exceptions to the Administrative Cost limit must be negotiated with, and approved by, the DLEG Office of Adult Education.***

The Combined Budget Summary will reflect all planned expenditure of funds by function code at the “tens” position, with the total amount by fund type listed at the bottom of the page.

Communication of grant award, project approval, funding amounts, budget and narrative revisions, etc. will all be done electronically in the e-grants system. Applicants will request funds via the Michigan Department of Education Cash Management System.